

THE NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS REPORT
FOR THE CERTIFICATE OF SECONDARY EDUCATION
EXAMINATION (CSEE) 2015**

**011 CIVICS
(For School Candidates)**

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Table of Contents

FOREWORD	iv
1.0 INTRODUCTION	1
2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION	1
2.1 SECTION A	2
2.1.1 Question 1: Multiple Choice.....	2
2.1.2 Question 2: Matching Items.....	6
2.2 SECTION B	9
2.2.1 Question 3:Comprehension	9
2.2.2 Question 4: Responsible Citizenship and Human Rights	12
2.3 SECTION C	14
2.3.1 Question 5: Government of Tanzania.....	14
2.3.2 Question 6: Culture.....	20
2.3.3 Question 7: Promotion of Life Skills.....	27
2.3.4 Question 8: Our Nation.....	33
2.3.5 Question 9: Government of Tanzania.....	38
2.3.6 Question 10: Economic and Social Development	42
3.0 ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC ...	47
4.0 CONCLUSION AND RECOMMENDATIONS	48
4.1 CONCLUSION.....	48
4.2 RECOMMENDATIONS.....	49
Appendix.....	50

FOREWORD

The Civics candidates' items response analysis report for the Certificate of Secondary Education Examination (CSEE) 2015 was prepared so as to provide feedback to students, teachers, parents, policy makers and other education stakeholders on the candidates' performance in this subject.

The report identifies the reasons for the candidates' good performance and factors for the inability of some candidates to provide correct answers to the questions. The analysis of the items was conducted in order to identify various misconceptions and errors which occurred in answering the questions. In addition, the report shows the percentage of candidates with good, average and weak performance in each question.

One of the discernible observations of the CSEE 2015 Civics results is a significant improvement in the candidates' performance, whereby 50.56 percent of the candidates passed, whereas in CSEE 2014, only 37.70 percent of the candidates passed. The reasons noted for the good performance this year were; candidates' mastery of the subject matter, correct interpretation of the demands of the questions, ability to respond well to the comprehension questions and ability to write coherent English Language sentences. On the other hand, it was noted that some of the candidates' poor performance emanated from their inability to identify the demands of the question, lack of knowledge of the subject matter, inability to interpret comprehension questions from the passage and inadequate English Language skills.

The Council expects that the feedback provided and the suggested recommendations in this report will enable education stakeholders to take appropriate measures in order to improve future performance in this subject.

The National Examinations Council of Tanzania will highly appreciate comments and suggestions from teachers, students and the general public, that can be used to improve future candidates' items response analysis report.

Finally, the Council would like to thank Examination Officers, Teachers and all individuals who participated in the preparation and processing of the data used in this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of candidates in Civics paper for the Certificate of Secondary Education Examination (CSEE) in 2015. The paper covered the Civics syllabus issued in 2005 and adhered to the Examination Format of 2008. There were 10 questions in three sections, namely; A, B and C. The candidates were required to answer all four questions in sections A and B and choose any three out of six questions from section C. Questions in sections A and B carried a total of 10 marks each, while questions in section C each carried 20 marks.

The candidates who sat for the Civics Examination in 2015 were 384,096, of which 194,197 (50.56%) passed, whereas in 2014 the candidates who sat for the Civics examination were 240,331 and only 90,568 (37.70%) passed. This indicates a significant increase of the candidates' performance in 2015 by 12.86 percent.

The analysis on individual questions is presented in the next sections by describing the requirements of each question and with the aid of statistical data, the quality of responses for different scores categories of candidates are analyzed, basing on three categories which are good, average and weak performance. Some extracts of the candidates' responses have been inserted in order to illustrate the presented cases. It is expected that this report will be useful to different stakeholders such as prospective candidates, teachers, parents and educationists.

2.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE PER QUESTION

The analysis of the candidates' performance has been conducted by using three scores categories; where the scores ranging from 0 to 29 percent is termed as *weak* performance, from 30 to 44 percent is *average* and from 45 to 100 percent is *good*. Besides, these score ranges have been indicated by using red, yellow and green colour respectively in the appendix. The analysis of the candidates' performance in each question is as follows:

2.1 SECTION A

2.1.1 Question 1: Multiple Choice

This was a compulsory question consisting of 10 multiple choice items derived from various topics of the syllabus. The candidates were required to choose the correct answer from the five given alternatives. Generally, the candidates' performance in this question was good, as 311,832 candidates (81.1%) scored from 3 to 10 marks, among which 39.6 percent of the candidates had good performance, with scores ranging from 5 to 10 marks, 41.5 percent had average performance with scores ranging from 3 to 4 marks and a few candidates (18.9 %) scored from 0 to 2 marks, as indicated in Table 1. The reason for good performance was due to the fact that the question did not require any expression in English Language, and it comprised items from various topics that enabled the candidates to apply their knowledge from those topics in answering the questions.

Table 1: The Percentage of the Candidates' Performance in Different Scores Categories

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 2	72,300	18.9	Weak
3 – 4	159,576	41.5	Average
5 – 10	152,256	39.6	Good
N = 384,132			

The analysis of the candidates' performance in individual items is as follows:

Item (i) tested the candidates' knowledge of the components of a nation by requiring them to identify from the five given alternatives; a response which is not one of the components of a nation. The candidates who chose the correct response D: "national flag," had thorough knowledge of the distinction between components of the nation and the national symbols. On the other hand, the candidates who chose A: "territory", B: "people", C: "government" and E: "international recognition," had knowledge on components of the nation but could not differentiate them from the symbols of the nation, hence went astray.

Item (ii) required the candidates to identify the composition of a nuclear family. The correct response was E: “wife, husband and children”. The candidates who opted for A: “wife, husband, children and relatives” lacked knowledge about the types of families since option A refers to the extended family rather than a nuclear family, while those who opted for C: “one parent with children” could not realize that it meant a single parent family. On the other hand, alternative B: “wife, grandfather and children” and D: “wife, sister and grandfather” are not types of families; therefore the candidates who chose them lacked knowledge of the types of families.

Item (iii) tested the candidates’ knowledge of a continuous situation in which the poor do not improve their condition and status. The correct answer was B: “poverty cycle”. The candidates who chose this answer had a clear understanding of various terms used to describe poverty. However, the candidates who lacked the required knowledge opted for A: “poverty line,” which implies poverty level unsuitable for people to live, C “debt burden,” meaning a situation of extreme indebtedness to a country or an individual, E: “relative poverty” meaning the comparative degree of poverty among people in a given society and D: “daily poverty” which is a term that does not exist in poverty issues.

Item (iv) required the candidates to show the essence of an independent judiciary by choosing a correct response from the five given alternatives. The correct response was C: “promote rule of law”. The candidates who got it right had the required knowledge about key aspects of rule of law, as far as the essence of an independent judiciary is concerned. However, those who lacked that knowledge opted for A: “contain powers of the President” probably because the President is the head of the government and state, B: “promote minority rights”, D: “maintain lawyers prestige” and E: “promote free and fair elections”. These responses suggest that these candidates lacked knowledge about the meaning of an independent judiciary and its importance in strengthening the rule of law.

Item (v) required the candidates to show how the legitimacy of the government is obtained in a democratic state. The candidates who opted for the correct response B: “democratic elections” had adequate knowledge about the way democratic elections help to get leaders who form a government. The candidates who opted for responses A: “democratic campaigns,” were wrong since democratic campaigns are one of the

indicators of democratic elections that offer equal chance for contestants to persuade voters to vote for them. Similarly, option C: “independence of the parliament” is a product of democratic elections towards getting a legitimate government hence a wrong response. Response D: “democratic mass rallies” and E: “political party propaganda,” are just subsets of democratic elections, hence these were incorrect responses.

Item (vi) required the candidates to select two categories of local government authorities from the given alternatives. The correct response was C: “district and urban authorities”. The candidates who chose it were conversant with the structure of the local government authorities in Tanzania. The candidates who opted for A: “street and town governments” were wrong as there is no street or town government in local government. Moreover, distractor B: “village and street authorities”, D: “village councils and village authorities” and E “urban councils and village authorities,” are also incorrect responses; thus the candidates who chose them lacked knowledge about the structure of the local government authorities in our country.

Item (vii) required the candidates to choose the second step in a healthy decision making among the five given alternatives. The candidates who opted for the correct response A: “Listing possible solutions,” interpreted the question correctly and had knowledge of the systematic steps involved in decision making. The candidates who opted for B: “Evaluation,” were not aware that evaluation is the last step in the decision making process. Likewise, the candidates who chose option C: “Making decision”, D: “Checking the result” and E: “Identifying the problem,” had inadequate knowledge about the entire decision making process, which starts with identifying the problem, listing down possible solutions, picking the best solution (making decision), implementing the decision and finally evaluating the results.

Item (viii) required the candidates to identify the types of work which involve the use of more mental skills than physical strength. The correct response was A: “Nursing and teaching.” The candidates who selected the correct answer demonstrated clear understanding in differentiating two types of work related with the mental ability and physical effort used in performing a task. The candidates who lacked knowledge about the two types of work, that is, mental and physical tasks opted for the remaining

options. These were B: “Carpentry and teaching”, C: “Farming and nursing” and D: “Teaching and lumbering,” each of which wrongly consisted of one mental and one physical work. Finally, option E: “carpentry and mining” was incorrect because it bore physical work instead of mental skills work.

Item (ix) tested the candidates’ knowledge of responsible decision making by requiring them to identify, from the given alternatives, what is referred to as choosing the best option after learning the consequences of each option. The correct option D: “rational decision making,” was opted for by the candidates who had adequate knowledge about the responsible decision making skills. On the other hand, the candidates who lacked such knowledge opted for A: “creative thinking”, B: “self-esteem”, C: “problem-solving skills” and E: “coping with stress.” These responses are quite unrelated to the decision making process, therefore the candidates who opted for “self-esteem” or “coping with stress” associated them with the aspects of the personal life skills, which were not the requirement of the question.

Item (x) required the candidates to select one of the major aspects of globalization. The candidates who chose E: “revolution in information and communication technology,” demonstrated adequate knowledge on the aspects of globalization. However, the candidates who lacked that knowledge were attracted by option A: “increased public ownership of the major means of production”. This option, in fact refers to one of the characteristics of the socialist mode of production; hence it could not be a correct response. Option B: “favourable international terms of trade to the third world countries,” was equally irrelevant because such a situation does not exist. Alternative C: “Poverty reduction in developing countries” is not a product of globalization but the efforts of the international and other humanitarian organizations in poverty alleviation and option D: “increased investment from third world to developed countries” was incorrect because it is the reverse of what exists in the third world today, as privatization enhanced the rate of poverty due to the increased rate of unemployment of the indigenous people.

2.1.2 Question 2: Matching Items

The question required the candidates to match the items in List A with the correct responses in List B, by writing the letters of the corresponding response beside the item number. List A had descriptions from the topic “Economic and Social Development,” while list B contained various financial institutions, concepts, indicators and factors for social and economic development.

The question was compulsory and the candidates’ performance was good, as 59.5 percent scored from 3 to 10 marks, of which 26.0 percent of the candidates had average performance, with scores ranging from 3 to 4 marks, and 33.5 percent scored from 5 to 10 marks. On the other hand, 40.5 percent of the candidates scored from 0 to 2 marks. The reason for the good performance in this question is the candidates’ clear understanding of terms, concepts, aspects and indicators of economic and social development. However, some candidates showed insufficient knowledge concerning the topic of Economic and Social Development and ended up in choosing incorrect responses.

Item (i) required the candidates to identify the name of the institution which deals with managing risks of a firm, business, people and property. The correct response was D: “Insurance Companies”. However, the candidates who opted for A: “Commercial Banks”, K: “TRA” and C: “B.O.T” failed to identify the correct response probably due to lack of knowledge about different functions of the selected institutions.

Item (ii) tested candidate’s knowledge on the indicators of economic development by relating them to the average earnings of the people of a given country in a particular year. The correct response for this item was G: “Per capital income,” but many candidates incorrectly matched it with D: “Insurance Companies” and B: “PSPF”. The candidates who selected these options demonstrated that they could not distinguish between the social security institutions and indicators of economic development.

Item (iii) required the candidates to identify the institution which provide advice to their customers on issues of investment and trade”. The correct response from list B was A: “Commercial Banks”. On the other hand, the

candidates who opted for L: “Formal sector”, H: “Social development” and K: “TRA,” lacked a clear understanding about the functions of the commercial banks; therefore, their choices of responses were irrelevant to the requirement of the question.

Item (iv) required the candidates to select an option which matches with a factor of economic development from among the responses provided in list B. The candidates who demonstrated good knowledge of the factors of economic development were able to identify the correct option E: “Capital”. However, some candidates went astray by matching the item with G: “Per capital income” and H: “Social development”. Response G: “Per capital income” was irrelevant because it is the average earnings of a person per year in a given country. There is no connection between per capital income and factors of economic development. On the other hand, option H: “Social development” was irrelevant as it refers to positive changes in the aspects of human life, which are related to education, health care, social security, water and housing services.

Item (v) required the candidates to identify a social security scheme in Tanzania. The candidates who opted for the correct response B: “PSPF” had knowledge of the various formal social security institutions operating in the country. However, some candidates who matched it with K: “TRA” and J: “SSRA” could not differentiate between the institutions of social security schemes and the Tanzania Revenue Authority (TRA) and the authority which regulates the operations of different Social Security Schemes in Tanzania (SSRA).

Item (vi) required the candidates to identify an institution which is responsible for controlling inflation in Tanzania. The candidates who chose C: “B.O.T.” were correct. These candidates were conversant with the functions of the Central Bank of Tanzania. However, other candidates lacked that knowledge and opted for O: “TTCL” and K: “TRA,” whereby the former is a state telecommunication service in Tanzania, while the latter deals with revenue collection.

Item (vii) required the candidates to identify an indicator of poverty from among the responses given in list B. The candidates who opted for the correct response I: “high mortality rate,” had knowledge of issues related to

poverty. However, some candidates who had limited knowledge about the indicators of poverty chose either G: “Per capita income” or H: “Social development”. Such candidates failed to distinguish between the indicators of poverty and the indicators of economic development like per-capita income.

Item (viii) required the candidates to identify the institution which registers all Social Security Schemes in Tanzania. The correct response J: “SSRA” was opted for by the candidates who had knowledge of the functions of the Social Security Regulatory Authority (SSRA). However, other candidates matched it with A: “Commercial Bank”, C: “B.O.T” and F: “Informal sector”. These candidates could not understand that Commercial Banks and B.O.T. are financial institutions which manage and control financial risks and transactions, especially on issues related to investment and trade. Such candidates demonstrated, not only lack of knowledge about the social security schemes and its regulatory authority (i.e. SSRA), but also about the functions of financial institutions like the Central Bank of Tanzania (B.O.T.) and the commercial banks.

Item (ix) required the candidates to identify the concept in list B that matches the description “It has no proper places set for it to conduct its business”. The correct response was F: “Informal sector”. However, the candidates who opted for A: “Commercial banks”, H: “Social development” and J: “SSRA” demonstrated lack of knowledge about the types of economic sectors namely; formal and informal sectors therefore, could not identify the response correctly.

Item (x) required the candidates to match the statement the “improvement of the welfare of the people in the country” with a correct response from list B. Some candidates were able to choose the correct option H: “Social development”. Such candidates had adequate knowledge about social development issues. On the other hand, the candidates who lacked knowledge about the concept of social development opted for D: “Insurance Companies” and A: “Commercial Banks.” Those incorrect responses suggest that the candidates lacked the knowledge about social development.

2.2 SECTION B

2.2.1 Question 3:Comprehension

This question was compulsory and the candidates were supposed to read the passage carefully and answer the questions that followed. The question tested the candidates' ability to comprehend the passage and provide useful meaning of the terms and concepts related to Civics subject.

The candidates' performance was good, as 55.7 percent scored from 3 to 10 marks, among which 28.9 percent scored from 3 to 4 marks. 26.8 percent scored from 5 to 10 and 44.3 percent scored from 0 to 2 marks. Those candidates who scored good marks were able to identify the answers and comprehend the questions from the given passage. Additionally, adequate English Language skills were a contributory factor to the good performance.

In item 3 (a), the candidates were required to suggest a suitable title for the passage and provide reasons for that suggestion. The correct title was CHILD LABOUR and the rationale for the choice was the fact that the author throughout the passage talked about child labour in different ways for example, underage children, child trafficking, domestic child labourers, etc. However, some candidates provided a series of incorrect titles and many of them did not provide reasons. Some of the candidates wrote, "Street Children", "Human rights" and "Poverty of people in Tanzania".. However, neither of the above titles were relevant to the demand of the question and none of the suggested titles had accompanied reasons.

In item 3 (b), the candidates were required to account for the root causes of child labour in Tanzania. The correct response for the question was poverty; desire to become rich by exploiting cheap child labour and emergence of child trafficking business. Some candidates failed to provide correct responses and appeared to be incompetent in English Language; hence they could not understand the passage or correctly interpret the question. Consequently, many of them gave irrelevant responses. For example, one candidate pointed out that "There are three causes of children Child labourers particularly girls get infected with STIs, HIV and AIDS." Another candidate stated that "... is illness, exploitation, injuries and death

in and in underground mines, open cast mines and quarries”. One candidate in this group listed these regions “(a) Kagera, (b) Kigoma, (c) Singida and (d) Arusha”.

In item 3 (c), the candidates were asked to point out two risks facing domestic child labourers. The correct response was physical abuse, emotional abuse and sexual abuse. The candidates who were able to provide correct responses as required, had adequate skills in identifying relevant answers from the given passage, and those who failed to provide relevant responses to a large extent they could not read and understand the passage due to poor English Language skills. One candidate for example stated “Poverty yatima”, “Affection of diseases like HIV/AIDS”, “Early pregnant”, “Exploitation”, “Injuries and death in underground mines” as risks facing domestic child labourers.

Item 3 (d) required the candidates to define the term child labour according to the International Labour Organization. The correct definition was that a child labourer is a child between the age of 5 and 17, working in different sorts of hazardous jobs. However, some candidates failed to interpret the demands of the question due to poor English Language skills. One candidate, for example, supplied the following poor response “Child labour is the process of illness, exploitation, injuries and death in underground mines for employment activities.” Another candidate claimed that “Child labour is the process of child young as 6 or 7 years old break up rocks.”

In item 3 (e), the candidates were required to show, according to the passage, the risks of having unprotected sex. Though the risks were clearly stated in the third paragraph of the passage, some candidates could not identify them due to lack of skills in answering comprehension questions. For example, one of the candidates provided these responses: “The passage this risks of having unprotected sex are domestic child labour”. Another candidate responded that, “The risk of having unprotected sex due to the sexual protective gears is not used during sexual intercourse or during sexual intercourse or during an action.” Another response from a different candidate was; “To avoid information on her pregnancy and confrontation in the family”.

Further analysis shows that there were candidates whose performance was impressive and demonstrated knowledge in answering comprehension questions. They showed risks of having unprotected sex correctly as it was interpreted in the comprehension passage. Besides that they could also write well and formed correct sentences in English language. Extract 3.1 is an example of a response from the candidate who provided relevant responses according to the demand of the question.

Extract 3.1

03.	a) A suitable title is THE EFFECTS OF CHILD LABOUR. This is because the matters discussed in the passage mostly relate with the impacts of under age children works.
	b) The root causes of poverty child labour in Tanzania are! - (i) The growing gaps between the rich and the poor. (ii) Poor living conditions of many families in Tanzania.
	c) Two risks facing domestic child labourers are! - (i) They may be victims of physical abuse. (ii) They can be victims of sexual abuse.
	d) According to International Labour Organization child labour is a situation whereby children between the age of 5 and 17 currently work under conditions that are considered illegal, hazardous or extremely exploitative.
	e) The risk of having unprotected sex are! - (i) To conceive. (ii) To get infected with STIs, HIV and AIDS or both

Extract 3.1 is a sample of a candidate's good response. The candidate was able to provide relevant responses to all the items in question 3.

2.2.2 Question 4: Responsible Citizenship and Human Rights

The question was compulsory and divided into two parts: (a) and (b). In part (a) the candidates were required to briefly outline five responsibilities of a good citizen in Tanzania. Part (b), required the candidates to list down five importance of human rights to Tanzanians.

The candidates' performance in this question was weak, as a total of 284,604 (74.1%) candidates scored from 0 to 2 marks. Other candidates 99,525 (25.9%) scored from 3 to 10 marks, among which 13.7 percent scored from 3 to 4 marks and 12.2 percent scored from 5 to 10 marks, as illustrated in Table 2.

Table 2: The Percentage of the Candidates' Performance in Different Scores Categories

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 2	284,604	74.1	Weak
3 – 4	52,647	13.7	Average
5 – 10	46,878	12.2	Good
N = 384,129			

In part 4 (a), the candidates who provided relevant responses on the responsibilities of a good citizen in Tanzania were able to interpret the question, demonstrated mastery of the subject matter and had a good command of English Language. The candidates outlined the responsibilities of a good Tanzanian citizen as defending their country from enemies, paying tax to the government, behaving well in the society, obeying the law of the land, participating in voting and contesting, respecting and protecting the rights of others, taking care of oneself and supporting family, protecting and maintaining public property and protecting the environment.

On the other hand, some of the candidates responded contrary to the demand of the question by outlining some aspects of democracy such as political tolerance, accountability, economic freedom and equality. Moreover, others focused on some advantages of good leadership like

promoting good policy, stopping citizens from doing bad things, being an example to others and being accountable to their own actions/themselves. Furthermore, other candidates wrote irrelevant responses like, “science and technology, land transport, to understand and raw material”. Additionally, some of these candidates could not express themselves due to English Language barrier. By and large, the candidates who responded contrary to the demand of the question lacked knowledge of the subject matter. Extracts 4.1 represents a sample of a response of a candidate who failed to identify the demands of the question.

Extract 4.1

4. (b) i/	improvement of infrastructure.	
ii/	improvement of Education	
iii/	improvement of Labour.	
iv/	improvement of Science and Technology	
v/	improvement of Social Services	

Extract 4.1 indicates a sample of the response from the script of a candidate who went astray by mentioning irrelevant responsibilities of a good citizen such as improvement of the infrastructure, education, labour, science and technology and improvement of social services.

In part 4 (b), the candidates were required to list down five importance of human rights to Tanzanians. The candidates who provided relevant points stated that human rights should ensure freedom of association and religion, meaningful and enjoyable life, good governance, freedom of opinion and expression, equality before the law, right to work and improved living standards, human equality and limited actions and powers of the government against the people.

On the other hand, other candidates failed to respond as required due to lack of knowledge about the subject matter and the language barrier. Others did not understand the question demands, hence giving irrelevant responses. One candidate, for example, pointed out “economic of development, social services, infrastructure, education and human activities. Furthermore, another candidate misinterpreted the question by

providing some of the important reasons for studying Civics such as “it helps to know our culture, our rights the constitution of our country and globalization”. Another candidate listed down types of human rights instead of its importance such as “right to life, right to get education, right of voting,” etc, as seen in Extract 4.2.

Extract 4.2

	①- right of life	
	- right of get education	
	- right of voting	
	- right of select good leader	
	- right of get health	

Extract 4.2 is a sample of the response from the script of a candidate who provided incorrect responses on human rights. The candidate also failed to apply essay writing skills as required.

2.3 SECTION C

2.3.1 Question 5: Government of Tanzania

The question required the candidates to discuss the functions of the Parliament of the United Republic of Tanzania by giving six points. The question was attempted by 136,338 (35.5%) candidates but their performance was dismally poor with a total of 123,157 (90.3%) candidates scoring from 0 to 5.5 marks, 13,181 (9.7%) candidates scored from 6 to 20 marks, among which 2.1 percent scored from 9 to 20 marks, and 7.6 percent scored from 6 to 8.5 marks, as illustrated in Figure 1.

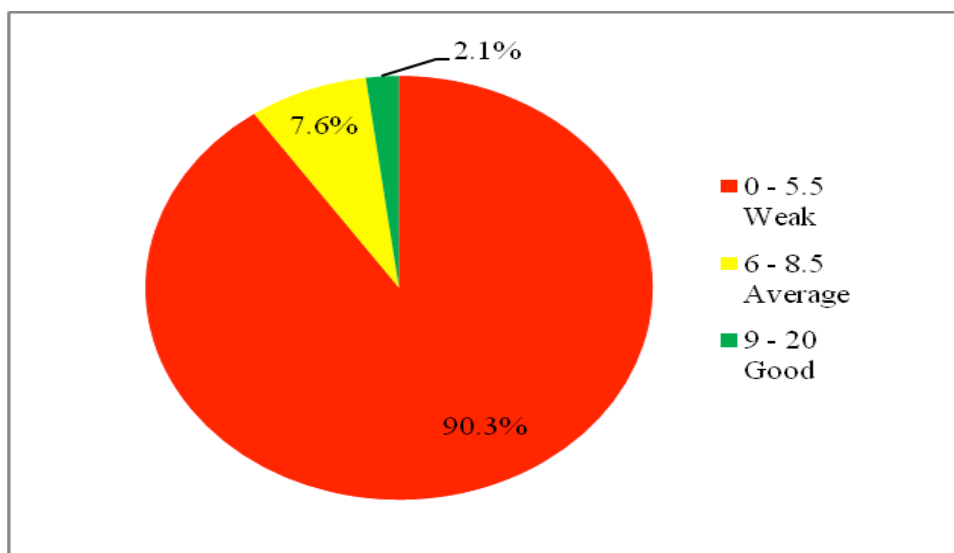


Figure 1: Percentage of the Candidates' Performance in Different Scores Categories

The candidates who scored a 0 mark lacked knowledge of the subject matter; failed to identify the demands of the question and some could not even express themselves in English language. Some of the irrelevant responses provided were “Traditional communication society, use of transport and communication, the information communication and technology and low level of science and technology”. Others copied some phrases or sentences from question 1 multiple choice items and used them as answers. One candidate who had vague ideas on the demands of the question and could not express himself in English language resorted to use Kiswahili to elaborate the points. On the whole, the candidates who failed to focus on the requirements of the question lacked an in-depth knowledge of the functions of the Parliament in the governing process of the country. Extract 5.1 is a sample of the response of a candidate who used Kiswahili to express his/her points.

Extract 5.1

5. Parliament is the producer to create good constitution of the republic of Tanzania. The following are the functions of the parliament
- Kuuunda katiba; bunge husaidia kuunda katiba kwa kuchukua maoni ya wananchi hivyo kazi mujawapo ya bunge ni kutengeneza katiba.
- Kupanga bajeti; ~~ziwa~~ bunge husaidia kupanga bajeti ya nchi inayotumika katika kuendeleza uchumi wa jamhuri ya Muungano wa Tanzania kwa mfano kuja madaraka na kutengeneza barabara, kuambaza kumemo mjini na vijijini na ~~ku~~ nyingine nyingi.
- Kumshauri rais; bunge lina uzozi kumshauri rais kufanya kiti fulani ni nupoon sehemu fulani kama upunguza wa kiti fulani kwa mfano kama kama upunguza wa vifaa vya kufundishia na kacharika.
- Pia hutunga kanuni na taratibu; bunge husaidia kutunga sheria na taratibu za nchi ili ziweze kutumika katika nchi ya jamhuri ya Muungano wa Tanzania na kanuni hizi hutungwa kupitia katika iliyo pendekezwa na wananchi wa jamhuri ya Muungano wa Tanzania

Extract 5.1 is the sample of the response from a candidate who expressed his/her ideas in Kiswahili. The candidate seems to have some ideas on the demands of the question.

At another level, the candidates who scored from 1 to 5.5 marks provided irrelevant introductions, conclusions and, in the main body, some candidates provided a few relevant points but could not elaborate them. Repetition of points was also observed. Some of the candidates could not express themselves well due to inadequate English language skills.

Furthermore, the candidates who scored from 6 to 8.5 marks showed mastery of the subject matter but their performance was affected by repetition of points and inadequate elaboration of the points. Others could not provide relevant introductions or conclusions though they wrote some relevant points in the main body.

On the other hand, few candidates who scored from 9 to 20 marks were able to address the demands of the question by defining the term Parliament as the law making body of a country. Furthermore, they pointed out the functions of the Parliament like making and amending laws, supervising the government's activities and asking for clarification, approving the state budget, authorizing short and long- term government plans, representing interests of the people in the parliament and ratification of International Conventions. Additionally, the candidates observed essay writing skills by starting with the introduction, main body and conclusion. Thirdly, they demonstrated a good flow of ideas and English language skills. However, they failed to score full marks because of the repetitions of points and inadequate elaborations. Extract 5.3 represents some of the relatively good essays of the candidates.

Extract 5.2

5.	To discuss Functions of the Parliament of the United Republic of Tanzania.	
	A parliament refers to the organ of the government that is responsible mainly for making laws.	
	The parliament of the United Republic of Tanzania is Made up of the National Assembly which consists of the member of the parliament and the president even though the president does not attend it unless there is an important event.	
	The following are the Functions of the Parliament of the United Republic of Tanzania.	
	Making of Laws; The parliament of the Tanzania is the organ that is responsible for making the Laws of the country. In fact the parliament discusses the bill and then they send it to the president for approval. For example someday ago they made a law concerning the social networks and current the Law is operating.	

5.	<p>Overseeing government programs and plan; The parliament of the United Republic of Tanzania has the duty of looking and criticizing or appreciating the programs and plans that are made by the government. For example: In the 10th parliament, the members of parliament appreciated the plan of the government that till 2025 Tanzania will be in the second world.</p> <p>Approving money allocated of running different activities in the country (budget); The parliament of Tanzania has a duty of approving the government budget presented before them by the required Ministry. Also, they have the duty to criticize it or to make any addition in it. For example, the 2015-2016 budget was criticized because of high taxes.</p> <p>Overseeing the work done by the executive; The executive is the organ of the government that is responsible for interpreting the laws. The government has the role to analyze the works that have been done by the president and if the president has done nothing, according to the constitution they have power to throw him/her out.</p> <p>Debating the matter tabled before it; The government of Tanzania has the role of debating the new issue or idea that is brought to it. For example; the issue of the New Constitution. It is the role of the parliament to discuss that issue and reach the conclusion.</p> <p>Presenting Majority's will to the government; The government Parliament also has the role to present the needs of the citizens to the parliament. This is done specifically by the specific MPs of different</p>
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05	constituencies. These MPs they present the needs of	
	the people before the Parliament of the United	
	Republic of Tanzania.	
	Eventually, since the Members of Parliament are	
	elected by the citizens, then they have the role	
	of presenting the peoples needs to the government	
	of the United Republic of Tanzania.	

Extract 5.2 shows the sample of the response from the script of a candidate who was able to discuss the functions of the Parliament such as to make and amend laws, approve the annual budget, evaluate government activities, make decisions on behalf of the people and approve the newly appointed Prime Minister.

2.3.2 Question 6: Culture

The question tested the candidates' knowledge of the elements of culture. The question attracted a good number of candidates 315,211 (82.1%) but their performance was weak, as 227,129 (72.1%) candidates scored from 0 to 5.5 marks, 88,082 (27.9%) candidates scored from 6 to 20 marks, among which 21.1 percent scored from 6 to 8.5 marks, while 6.9 percent scored from 9 to 20 marks, as shown in Figure 2.

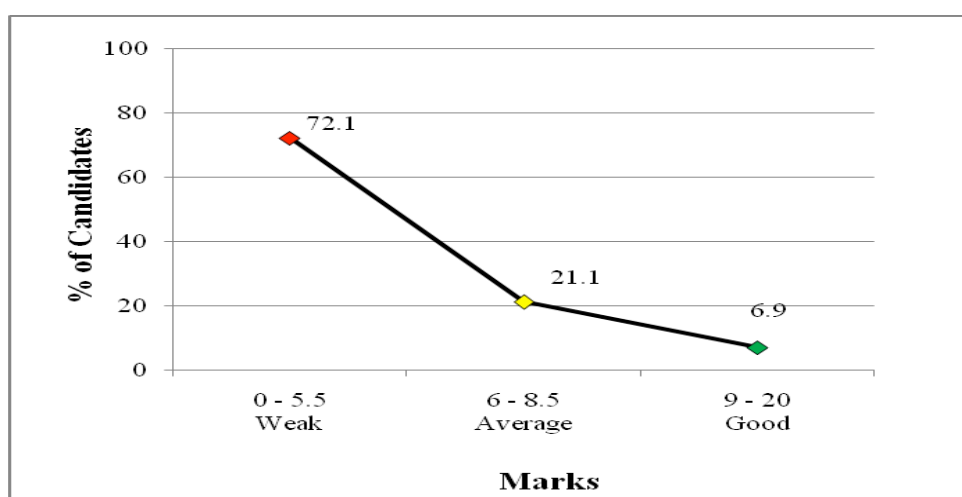


Figure 2: Percentage of the Candidates' Performance in Different Scores Categories

Figure 2 shows that a reasonable number of candidates (72.1%) had inadequate knowledge of the elements of culture, of which 6.7 percent scored a 0 mark. The candidates who scored a 0 mark experienced multiple problems which include lack of knowledge and misinterpretation of the question by focusing on the characteristics of culture such as culture is symbolic, adaptive, complex and dynamic. Another observed misinterpretation was the association of elements of culture with negative cultural values such as forced marriage, polygamy and early marriage. Lastly, some of them failed to provide correct responses because of inadequate English language skills. Extracts 6.1 illustrate poor candidates' responses to the question.

Extract 6.1

6	<p>Culture is the total way that customs in the people country this economically socially culturally in the country this the culture in the country is true this culture is the custom culture is sum of people The following element of culture this are</p> <p>Forced marriage is the marriage of male this is forced marriage we should call it of country in the male and female this is forced marriage of female in age small in the marriage this is element in culture</p> <p>Polygamy this is the polygamy is the two female and then it forced marriage in male one people the country is positive in the country is element in culture</p> <p>Early marriage this people who carefully of male this the country who counterstep and then who people contract the family in the female in the country who customs in the disease of HIV/AIDS in the male and female this early marriage in the culture</p> <p>Forced custom this is the culture of country this is the element of culture and custom of HIV/AIDS of children the custom in the country</p> <p>Tradition culture this is the culture of country in the family and government of maintain the culture of children in the element in the culture in the country</p> <p>Conclusion this point of element of culture was maintenance of country this is the people of early marriage and forced marriage in the country this is culture</p>
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Extract 6.1 shows a sample of the response of a candidate who scored low marks. The candidate wrote negative cultural values that oppress women such as forced marriage, polygamy and early marriage.

On the other hand, the candidates who scored from 1 to 5.5 marks demonstrated inadequate knowledge of the subject matter. Consequently, they mixed incorrect responses with correct ones. For example; one candidate pointed out the elements of culture such as traditions, ideology and mixed with factors for economic development such as land. Some of them could not define the key concepts like culture, traditions or customs. Furthermore, incoherent elaborations characterized by spelling mistakes were also observed in this category of candidates.

Furthermore, the candidates who scored from 6 to 8.5 marks were able to identify the requirements of the question, had sufficient knowledge of the subject matter and could construct relevant sentences but their performance was affected by irrelevant introductions and conclusions. Others repeated points or could not provide exhaustive elaboration of their points, and some mixed correct points with incorrect ones.

The candidates who scored from 9 to 20 marks were able to identify the demands of the question and had adequate knowledge of the elements of culture. Those elements were customs, traditions, arts and crafts, language, values, norms, beliefs and recreations. They observed essay writing procedures and gave good elaboration to their points. In this category, most of the candidates observed all essay writing skills, like having a good introduction, main body and conclusion. They could not score all the allocated marks for this question because of inadequate elaboration to some of the points.

Extract 6.4

6.	<p>Culture is the total way of life in a particular Society. Culture deals with the life processes that are done by people in a certain Community. Culture can be either material or Intellectual depending on the Society. Culture has many characteristics good example one it is dynamic, Symbol, adoptive and interactive. Culture has many elements which as one form a certain system in a particular Society.</p> <p>The following are the elements of Culture.</p> <p>The first aspect is Traditions. Traditions refers to ways of life that are inherited from one generation to another. Traditions are things that parents and elder people of the Community pass on to the younger generation. Traditions can be either bad or good depending on the impacts which it has socially and physically to the generation which it is passed on to. Good examples of good traditional practices include proper dressing style, ways of greeting elders and cooperation and unity. Examples of bad cultural practices include polygamy and wife inheritance.</p> <p>The second aspect is Customs and norms. Customs are short lived patterns of behaviour in a particular community. Customs change with time good examples of customs are ways of greetings. In the past greetings used to be accompanied with</p>
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kneeling and touching the head of the elder but recently greating it only verbal meaning no presence of physical contact between the two parties. Norms are accepted ways of life and activities in a particular society norms deals with accepted behaviours and activities example in Tanzania women are supposed to wear decent and long clothes that cover up properly their bodies.

The third element is Arts and Crafts. Arts are imaginative things that are shaped and brought to existence usually arts help to reflect the particular society and they are usually created due to experiences from the society good example is paintings of different things. Crafts are real and manmade objects that are designed and used by the society good examples of crafts include pots, saucers, plates and different domestic equipments.

The Fourth element is language. Language is the main medium of communication in the community. Through language various people can communicate and exchange ideas through words and symbols. Language is a very important element of culture since it can be used in education activities, production activities and it helps to act as a symbol of a particular society. Good

example of this is the people from areas around East Africa are identified as Swahili people due to their ability of speaking Kiswahili. Also the people from Britain and the United Kingdom are identified as the English due to their usage of English as first language.

The Fifth element is ideology and ideas. Ideology refers to the principles and ideas that govern the way people live and interact in a particular society. Ideology is a set of guiding principles which are set up by the community in supervision of their leaders to act as goals to the way people should live in the particular society. In Tanzania after independence the government of Tanzania under the late mwalimu Julius Kambarage Nyerere adopted various forms of ideologies which would help Tanzania to develop. Good examples of these ideologies include the focal point approach and the improvement approach.

The Sixth element is recreation. Recreation refers to various activities which are undertaken by individuals after long hours of work and toil in the day. Many Tanzanians like to refresh their minds after heavy hours of working. This is accomplished through various activities such as sport and games. Here in Tanzania especially.

older men. These men have a culture	
of drinking local beer in gathering after	
long hours of hardwork in the farm. The	
Culture of refreshment and recreation	
was passed to them long ago from the	
previous ancestor and even today young men	
have adopted to this form of recreation	
and refreshment	
In Conclusion, Culture is a very	
important aspect in the life of people	
of a certain community. Although Culture	
is important the government of Tanzania	
should try to ensure that only the	
positive aspects of culture are practiced	
by the society and that all other deterior-	
ating and evil cultural practices are	
abandoned	

Extract 6.4 is a sample from the candidates' script which shows a relatively good response, whereby the candidate was able to follow essay writing procedures and presented correct responses for the elements of culture like traditions, customs, arts and crafts, language, ideology and recreations.

2.3.3 Question 7: Promotion of Life Skills

The question required the candidates to examine the importance of life skills to the youth in Tanzania by giving six points. The question was attempted by 182,668 (47.6%) candidates and their performance was weak. It was noted that 160,897 (88.1%) candidates scored from 0 to 5.5 marks, among which 67.8 percent scored from 1 to 5.5 marks and 20.3 percent scored a 0 mark. Moreover, a total of 21,771 (11.9%) candidates scored from 6 to 20 marks, as illustrated in Figure 3.

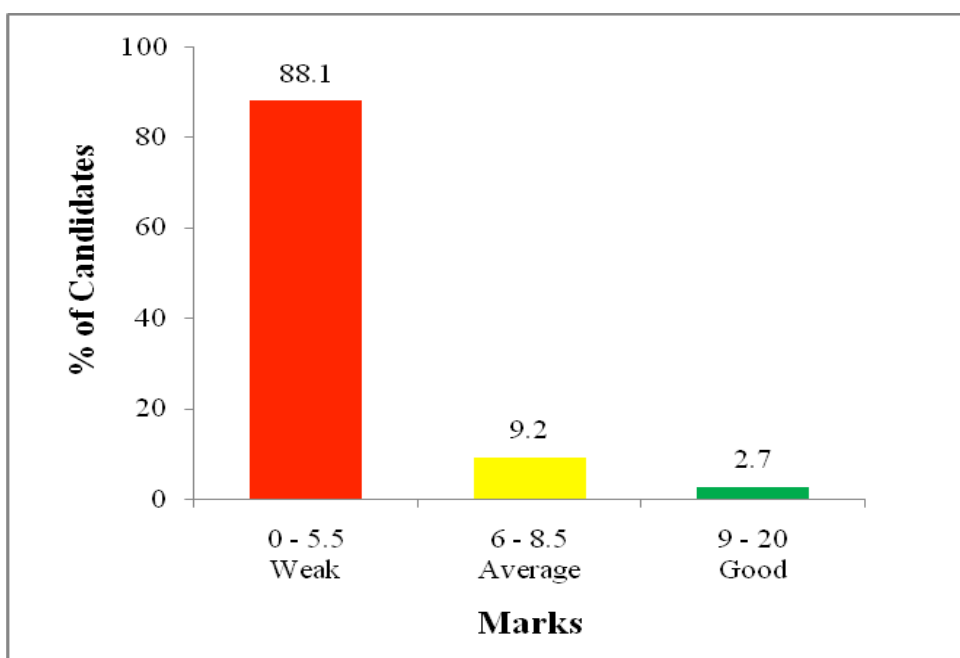


Figure 3: The Percentage of the Candidates Performance in Different Scores Categories

The candidates who scored a 0 mark failed to identify the demands of the question, lacked knowledge of the subject matter, did not follow essay writing procedures and inadequate English Language skill was observed. Consequently, some candidates copied portions of the multiple choice items and presented them as answers. For example, physical related work, mental related work, carpentry and mining, nursing and teaching, farming and nursing, etc. Moreover, they provided incorrect responses like good leadership, human rights abuse, citizenship and the people of poverty. The failure of the candidates to provide relevant responses indicates lack of knowledge on the topic of life skills and its importance to the youth in Tanzania.

Moreover, the candidates who scored from 1 to 5.5 marks showed insufficient knowledge of the subject matter. Their essays were characterized by repetition of points and some candidates showed poor expression in English Language. Other candidates failed to provide relevant introductions and conclusions. Some candidates mixed relevant and irrelevant responses. One candidate, for example, pointed the sources of life skills instead of the importance such as “The life skills it differ to the

people of the societies because people coming from different family that it is the source of life skills". "Life skills can help to the production of goods and services which can be contributing by the life skills in the society..." Another candidate pointed out that "it provide cooperation among people", "it provide peace and love to the society. Extract 7.1 illustrates the sample of a response of a candidate who failed to address the demands of the question.

Extract 7.1

7.	Importance of life skill to the youth in Tanzania
	Life skill-Refer the ability which responsibilities to reduce the ignorance and poverty for the people especially youth in Tanzania. The life skill is the good way which reduce the poverty and ignorance so the importance of life skill for the youth in Tanzania is.
	It help the youth to give the social services in the nation. Example of social services is education, health, sport and game which can enable to reduce the problem which found in the brain and give the basic needs such as food, clothes and give the good area which is better for daily.
	It help the youth to understand the mean of constitution in Tanzania and enable to reduce the ignorance because was give the support like all people which lives in Tanzania.
	It enable the youth in Tanzania to decrease the ignorance because the government was give the support like all people and give the habitat. Also life skill was reduce the filing for the youth because of showing the supporting from all people in Tanzania.
	It help the youth to decrease the problem. This importance was very way of help the youth in Tanzania in order

to reduce the problem and reduce the poverty for the all youth in Tanzania

It help to Understand the many process which showing in the nation and Understand the human right and follow the rules which making of the government of Tanzania also life skill It help to reduce the problem for the young and help to get the disease like HIV, AIDS and STIs

life skill it help to Understand the many process in the nation and enable young to live peace and love for the society because was get the education which facilitates to understand and very fast about rules and law in the Tanzania also life skill It help the young between the poor group example to introduce the uses of drug abuse such as of drug abuse Marijuana, Gongo and bangs and make the poor group example thieves for the nation

In general the importance of life skill it is very important for the educated the youth because this importance was help to Understand the all rules in the Tanzania and follow and educated the youth to show the cooperation for the all people and show peace, love and securities for all commodities which found in the Tanzania

Extract 7.1 shows the sample of a response from a candidate who provided a mixture of incorrect responses like helping the young to give social services, understand the constitution and decrease ignorance.

On the other hand, the candidates who scored from 6 to 8.5 marks were able to identify the demands of the question, had adequate knowledge of the subject matter and essay writing skills. However, they could not score higher marks because they failed to provide exhaustive elaboration in their arguments, and some candidates mixed irrelevant points with relevant ones.

Furthermore, the candidates who scored from 9 to 20 marks showed good mastery of the subject matter, logical flow of ideas and ability to observe the essay writing skills. Some of the relevant points on the importance of life skills provided by these candidates include; builds confidence among the youth, promotes good behaviour among the youth and avoids risky behaviors, helps the youth to make appropriate decisions in life, helps the youth to live peacefully in the society and enables the youth to control their environment. Extract 7.2 represents a sample of a relatively good response from the script of a candidate.

Extract 7.2

7 Lifeskills is the ability of an individual to apply mental skills in society to control his or her environment

Lifeskills is important to every people especially youths, the followings are important of lifeskills to Youths in Tanzania

Through knowledge of lifeskill a youth is able to solve difficult problems that seems to be huge, this can be achieved by following problem solving steps and selecting best solution. Hence life skills enable youth to solve many difficult problems.

Lifeskills enable to build good relationship with other people, a youth with lifeskills is responsible and careful and interact well with other people hence develop good relationship.

Knowledge of lifeskill build youth's confidence as he/she encountered many problems and able to solve them, have good relation and avoid risks make him/her more confident to try on new things and hence be successful in his or her life.

Through lifeskills a youth is able to escape risks that would endanger his/her

life like HIV/AIDS transmission and early pregnancy since the youth has enough knowledge about several issues	
lifeskills enable youth to achieve developments as a youth is responsible, tolerant and look at surface of problem or matters before acting all of these enable a youth to be successful in everything he/she do making her/him developed and bring development to the nation at large	
lifeskills knowledge reduce conflicts in the society as people especially youth with lifeskills are transparent and accountable to their action and decisions	
In General lifeskills enable youth to achieve their goals, escape danger and also live well in their societies hence we must provide this education to all people especially youths in Tanzania in order to bring about good effects and development	

Extract 7.2 shows a relatively good response where the candidate pointed out the importance of life skills such as the ability to solve problems, ability to build good relationship with others and ability to build confidence.

2.3.4 Question 8: Our Nation

The question required the candidates to assess six significances of National Festival and Public Holidays to Tanzania. The question was extensively omitted by the candidates as only 32,022 (8.3%) candidates attempted it. However, even the candidates' performance was weak as 29,199 (91.2%) candidates scored from 0 to 5.5 marks, in which 47.5 percent scored a 0 mark, 43.7 percent of the candidates scored from 1 to 5.5 marks. Moreover, 2,229 (7.0%) candidates scored from 6 to 8.5 marks and 594 (1.9%) candidates scored from 9 to 20 marks, as illustrated in Figure 4.

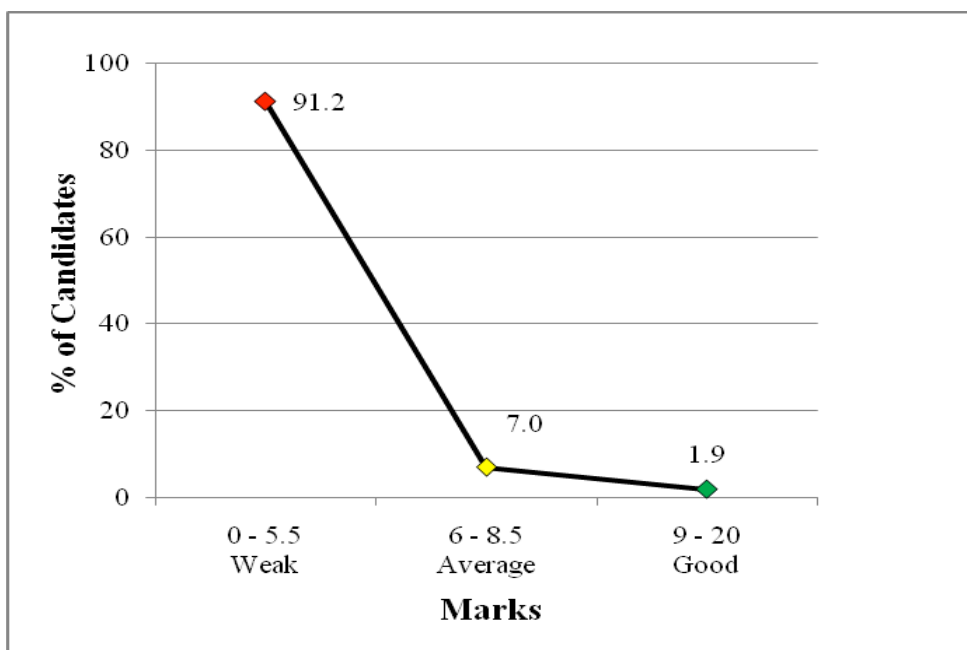


Figure 4: The Percentage of the Candidates' Performance in Different Scores Categories

The reasons for massive failure in this question, as shown in *Figure 4*, could be the superficial teaching and learning of the topic with more emphasis on identifying National Festivals and less emphasis on the significances of National Festivals and Public Holidays. This was evidenced by a good number of candidates who could write the names of some National Festivals and Public Holidays but failed to assess the significance of the National Festivals and Public Holidays. Another possible reason could either be some candidates did not anticipate an essay question from a Form 1 topic (Our Nation) in the National Examination, or the candidates did not take the topic seriously for sheer negligence.

Further analysis of the candidates' weak responses (those who scored a 0 mark) shows that candidates misinterpreted the question to mean types of National Festivals and therefore mentioned Nyerere Day, Workers' Day, NaneNane day, SabaSaba Day and Karume Day instead of assessing the significance of the National Festivals. Other candidates did not follow essay writing procedures and above all inadequate English language skills was also a contributory factor for the candidates' poor performance. Extracts 8.1, 8.2 and 8.3 illustrate the cases in point.

Extract 8.1

8	i/Date 1	January every month Holiday to Tanzania
	ii/Date 25	Desember every month Holiday to Tanzania
	iii/Date 26	Desember every month Holiday to Tanzania
	iv/Date 25	Apliny every month Holiday to Tanzania
	v/Date 14	October every moth Holiday to Tanzania
	vi/Date 8	Agart every moth Holiday to Tanzania

Extract 8.1 indicates a candidate who listed down the National Festivals instead of assessing the significances of the National Festivals. He/she pointed out such festivals like Nane Nane, Workers' Day, Saba Saba Day etc.

Extract 8.2

2-	National festival and public holiday to Tanzania is the Independence of provide people to Increase of freedom to the election in the Festival and public holiday day in Tanzania	
	Promote free and fair election	
	This people are free and fair election in the our countries people are democratic election is obtained through.	
	Independence of parliament people are moved to free to changed parliament and to increase the population and other sector to democratic compass, and more values result	
	It promote rule of law the National festival and public holiday to promote the holiday the people to enjoy because the women and man are public holiday	
	It help contain power of the holiday example of holiday is Christmas, I have press and other example people are public holiday because her customer and national decision making obtains through.	
	National festival and public holiday to Tanzania are began power to success in the	

Extract 8.2 shows the sample of a response from a candidate who provided incorrect responses such as “promote free and fair elections, independence of Parliament people, it promote rule of law” etc. All these points were related to the topic of democracy which was irrelevant to the question.

Furthermore, the candidates who scored from 1 to 5.5 marks demonstrated weaknesses like lack of focus, poor introduction and conclusion, repetitions and sketchy elaboration of points. One candidate, for example, repeated the following points, “It helps to know our union day, it give us to learning religion history or it gives us to learning history”. Some of the incorrect responses provided by another candidate in this category were, “proud of our country Tanzania, it shows freedom and independence celebration and it show peace.” Generally, the candidates could not score above 5.5 marks because they provided their points in a sketchy form and essay writing rules were not observed.

Moreover, the candidates who scored from 6 to 8.5 marks were able to identify the demands of the question, demonstrated sufficient knowledge of the subject matter and some could provide relevant introduction but failed to provide good conclusion. Besides that, some candidates mixed up incorrect and relevant responses. Above all, they could not score higher marks because of failure to provide exhaustive elaboration.

On the other hand, the candidates who scored from 9 to 20 marks were able to address the demands of the question by pointing out the significances of National Festivals such as enhancing unity in our country, keeping the history of our nation, marking important events in our nation and providing an opportunity for citizens to meet and share views, experiences and knowledge about our country. Furthermore, the candidates in this category demonstrated mastery of the English Language and properly followed essay writing skills. Extracts 8.3 represent the relatively good responses given by the candidates.

Extract 8.3

8.	National Festivals and Public Holidays are the days when we we celebrate ^{important} importance national events that have occurred during past time and they had remained as a memory in our nation.
	The following are the significances of National Festivals and Public Holidays to Tanzania:
	Keep history of a country alive; because the National Festival and Public Holidays celebrate events that had occurred at the past they keep the History our country alive as we remember those past event. For example when we celebrate Nyerere Day or Independent Day.
	Enhance unity; during these festivals people celebrate together and forget their differences and this create a sense of togetherness among Tanzanians.
	Leaders know problems of their citizens; these days enable leaders to know the problems encountered by their citizens as the citizens highlight them through posters, dramas and songs.
	Leaders can pass informations to citizens; on these days as the citizens are assembling together it is easy for leaders to pass important informations to them and the leaders get chance to know the problems faced by their citizens.
	Enable people to meet and share views; this days enable citizens to meet with different people together with their leaders and share different views, and ideas and opinions so as to get new knowledges.
	Serve as national identity; sometimes National Festivals and Public Holidays are used to identify our nation in other countries. Example when the Presidents of other African nations are invited to celebrate the Independence day with us.
8.	In general; the National Festivals and Public Holidays can widen our international relationship with other African countries when we invite them to celebrate with us hence create unity and solidarity among us.

Extract 8.5 shows the sample of a response from a candidate who assessed the significance of the National Festivals such as, keeping the history of the country, enhancing unity, leaders getting to know problems of their citizens, leaders being able to send information to the citizens and bringing people together to share views.

2.3.5 Question 9: Government of Tanzania

This question required the candidates to examine the importance of the local government in Tanzania by giving six points. The question was poorly performed despite the fact that it was attempted by 115,379 (30%) candidates. The performance revealed that 101,590 (88.0 %) candidates scored from 0 to 5.5 marks in which 27.7 percent scored a 0 mark. The candidates who scored from 6 marks to 20 marks were 13,789 (11.9%), whereas 9.0 percent scored from 6 to 8.5 marks and 2.9 percent scored from 9 to 20 marks, as indicated in Table 3.

Table 3: The Percentage of the Candidates' Performance in Different Scores Categories

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 5.5	101,590	88.0	Weak
6 – 8.5	10,388	9.0	Average
9 – 20	3,401	2.9	Good
N = 115,379			

The candidates who scored a 0 mark failed to understand the demands of the question and lacked knowledge of the subject matter by presenting a mixture of incorrect responses as importance of local governments in Tanzania. Such responses were National flag, street and town government, evaluation, district and urban authorities, urban councils, urban authorities, village authorities, and village and district authorities. Others failed to follow essay writing skills by outlining irrelevant responses very briefly in point form, as seen in Extract 9.1

On the other hand, some candidates who scored from 1 to 5.5 marks identified the demands of the question but lacked adequate knowledge of the subject matter. As a result, some of them provided irrelevant introductions. One of the candidates for example, defined local government as “the system administration that representative the executive parliament and judiciary which governed in political power”. For those who managed to provide correct answers the quality of responses were affected by repetition of points. Moreover, poor command of English Language

contributed to incoherent elaborations of points. Extract 9.1 illustrates one of the cases in point.

Extracts 9.1

9.	Examine the Importance of local governments in Tanzania by giving Six points:-	
	i/ local governments	
	ii/ democracy election	
	iii/ street and town government	
	iv/ poverty reduction in deve	
	loping countries	
	v/ rational decision making	
	vi/	

Extract 9.1 shows a candidate who did not follow the essay writing rules by presenting a simple outline consisting of wrong responses such as local governments, democratic election and rational decision making.

Furthermore, the candidates who scored from 6 to 8.5 marks had correct interpretation of the question, demonstrated knowledge of the subject matter and observed essay writing skills. However, their performance was affected by inability to exhaust all the relevant points as some provided both incorrect and correct responses. Moreover, repetition of points was another drawback to their quest for better performance.

However, a few candidates who scored from 9 to 20 marks were able to interpret the question and presented relevant and factual arguments on the importance of local governments in Tanzania such as promoting grassroots democracy, linking the local community and central government, promoting people's participation in different development projects, bringing administrative services closer to the local communities, promoting peace, security, awareness and a sense of commitment among the local people in solving different problems. Additionally, they demonstrated good flow of ideas and were able to observe essay writing skills. Extract 9.2 represents the sample from a response of a candidate who provided good responses.

Extract 9.2

9. Local government is the system of self governance that is overseen by locally elected board of councilors. Local government has a lot of functions of which show about its importance to the society. These importances include.

It ensure active participation of people in development matters; The local government ensure active participation of people that is everyone in a certain area should participate in the community development that is participation either by contribution or actually doing work.

Example; In building of schools and hospitals the local government makes sure people participate either by ~~distribution~~ contribution of money or instruments for construction, and it makes sure that others even assist in the construction.

Ensures proper utilization of available resources; The local government has the duty to ensure that the resources available in the community are strictly used properly and only for the purpose that will benefit each and everyone in the society and not only few. Also by taking severe action against those who misuse the available resources for their own purposes.

9.	<p>Acts as a link between the central government and the people; The local government has a duty of acting as a link, this is by listening to the views, suggestions and problems of the people and making them known to the central government and even in decision making for the people, the decision of which the people choose is made known to the central government through local government but also, the decisions made / decided by central government are made known to the people through local government.</p> <p>Ensure proper provision of ^{social} services in the community; The local government is responsible on behalf of the central government to make sure that everyone in the community is able to get social services like water, education, good health, without any difficulties and without anyone missing out at all.</p> <p>Solves all the problems and conflicts in the community; The local government also has the responsibility to maintain peace in its community and this is by ensuring that all the conflicts that arise in the society are properly solved without leaving hatred or any enmity in the society. Example: In ward levels, problems which occur / conflicts are normally reported to their heads like ward executive officer.</p> <p>Collects tax from the people; The local government also has the duty of collecting tax of which is used by the government itself to provide the social services needed in the society. Apart from tax, fines are also used as a source of local government revenue for provision of social services.</p> <p>All the duties performed by the local government signify just how important its existence is. It is very helpful for the central government to reach to the people and get to know about their needs and problems of its people. The central government should work hand in hand with the local government to ensure that things that are not needed in the society are eradicated.</p>
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Extract 9.2 is the sample of a good response where the candidate was able to examine the importance of the local government such as proper utilization of the available resources, linking the people and the central government, tax collection and maintaining peace and security.

2.3.6 Question 10: Economic and Social Development

The question required the candidates to discuss six factors needed for economic development of Tanzania to take off, given the fact that Tanzania is endowed with many resources. This question was attempted by 260,882 (67.9%) of all the candidates and the performance was average. The performance revealed that 37.0 percent of the candidates scored from 6 to 20 marks, among which 26.6 percent scored from 6 to 8.5 marks, and 10.5 percent scored from 9 to 20 marks. Moreover, 164,238 (63.0%) candidates scored from 0 to 5.5 marks as illustrated in Table 4.

Table 4: The Percentage of Candidates Performance in Different Scores Categories

Scores	Candidates		Remarks
	Number	Percentage (%)	
0 – 5.5	164,238	63.0	Weak
6 – 8.5	69,368	26.6	Average
9 – 20	27,276	10.5	Good
N = 260,882			

The striking problem experienced by a good number of candidates who scored a 0 mark was the misinterpretation of the question to mean strategies for bringing development to Tanzania, such as proper use of resources, providing funds for running the resources, providing policies to guide the investors and looking for markets”. Others misinterpreted the questions as factors which retard development in Tanzania such as “Lack of knowledge, infrastructure, enough capital and science and technology”. Other candidates scored a 0 mark for lack of knowledge about the subject matter Extract 10.1 is a sample of a response from the script of a candidate who misinterpreted the requirements of the question.

Extract 10.1

10.	<p>Economic development is the kind of development where by a country is economically developing. Economically Tanzania is still Underdeveloped although it has many various resources like Minerals, Tourism attraction, Land. The is due to various factors like Lack of knowledge and so on.</p> <p>The following are the factors needed for economic development of Tanzania to take off.</p> <p>Lack of enough knowledge to the people, many people lack knowledge on how to use to create different items for development of a country. Education is the main major for development of a country.</p> <p>Corruption, Mis Use of Public fund or resource, Also corruption can lead to the economic of development of Tanzania to take off, due to the leader to corrupt resource which could help to develop the national.</p> <p>Lack of Infrastructure, also the absence of Infrastructure like road, can lead to the Underdevelopment of Tanzania country due to people to fail to conduct their trading activities, Transportation activities and other economic activities.</p>
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10	<p>Low level of science and technology, Also Lack of - Science and technology lead to the development of Tanzania to take off due to failure of people to create various project of development.</p> <p>Lack of enough capital, Government can't do anything without a capital, and this very big problem which contribute greatly the Underdevelopment of Tanzania nation.</p> <p>Absence of ^{good} transport and communication, Also the absence of transport and communication lead to the Underdevelopment of a country Tanzania.</p> <p>Generally, In order to mobilize that problem the following can be the solution, Provision of education, Improvement of science and technology, Improvement of Infrastructure as well to fight Against Embezzlement of public fund through enforcement of law.</p>
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Extract 10.1, shows the response from a candidate who explained the problems which retard economic development in Tanzania such as corruption, lack of enough capital and low level of science and technology instead of factors needed for economic development in Tanzania.

In another scenario, the candidates who scored from 1 to 5.5 marks were able to identify the demands of the question but had inadequate knowledge of the subject matter and as a result they provided a mixture of correct points with incorrect ones. Some could not provide relevant introductions and because of inadequate knowledge of the subject matter, their responses were characterized by repetition of points. Inadequate English language skills were another contributing factor to their weak performance.

Moreover, the candidates who scored from 6 to 8.5 marks showed a moderate degree of understanding the subject matter. However, the major problem was elaboration of the points as some points were wrongly elaborated. Another problem was repetition of points. For example one candidate provided the response, "... education this is a process by which people are educated on several things." Later, the point was repeated in the paragraph that followed.

Further analysis shows that the candidates who scored from 9 to 20 marks had knowledge of the factors of production. The candidates' merit in this category lay on their ability to focus on the demands of the question and precisely delineate the factors of economic development such as land, raw materials, labour, capital tools and equipment and good governance. On top of that, the majority of the candidates in this category could write good English Language sentences and were able to organize their essays properly. Extract 10.2 is an illustration of relatively good response of a candidate who was able to address the requirements of the question.

Extract 10.2

10.	<p>Economic development refers to the situation where by a given nation increases its ability in order to produce better and advanced goods and services. Tanzania is a third-world country and therefore it is a developing country. Tanzania has a lot of resources but it is economically underdeveloped. There are different factors needed for economic development in Tanzania to take off like Land, labour, capital, raw materials, entrepreneurs, Tools and equipment and good social infrastructures.</p> <p>Land is one of the factors of economic development needed. Land is a solid piece of the earth that is covered with vegetation. Land as a factor of production provides a place for conducting business activities ^{and} provides employment to farmers. Also, provides different raw materials that are needed by industries. Hence, the government of Tanzania should properly use its resources to exploit the land because it has many benefits.</p> <p>Another factor needed is raw materials. Raw materials are semi-processed goods like rubber and cotton which are taken to industries to be converted into useful products. Raw materials are essential because they are the ones which provide the finished goods in industries which will be sold to promote development. They are obtained from land.</p>
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10.	<p>Capital is also another factor needed for economic development to take off in Tanzania. Capital is the money which is required to buy other factors which are needed for economic development. Capital is used to buy labour, land, to ensure political stability and finance entrepreneurs. The government of Tanzania needs to buy increase the capital to supervise the process of development.</p> <p>Furthermore, labour is also a factor for economic labour. Labour is the one which organizes the goods which are going to be produced. Also, labour is involved in making those goods. The government of Tanzania needs to employ skilled and semi-skilled labourers who will be involved in the whole process of economic development of Tanzania.</p> <p>Additionally, Tools and equipment are also important for economic development. The skilled labourers need advanced science and technology (tools and equipments) which are important in efficiently and quickly converting the semi-processed goods into final goods needed for consumption. The government of Tanzania need import advanced tools and equipment from developed countries like China, United States of America and England which will be used for economic development of the country.</p>
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10.	<p>Lastly, availability of good social infrastructures is another factor of economic development. Social infrastructures include things like roads and railways. Good social infrastructures help to transport manufactured goods from industries to their market places. Also, transport of raw materials. The government of Tanzania should build social infrastructures everywhere around Tanzania which would help to facilitate economic development.</p> <p>In summary, Tanzania has a lot of resources which are not properly utilized. This leads to economic underdevelopment in Tanzania. The Tanzanian government should focus on improving these factors in order to promote economic development of Tanzania. The government of Tanzania should increase the capital needed for economic development, employ labourers, buy advanced machinery and equipment and also exploit new areas of land.</p>
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Extract 10.2 shows a sample of the response from a candidate who was able to provide relevant responses on factors needed for economic development to take off. He/she mentioned land, raw materials, capital, labour, tools, equipment and good infrastructure.

3.0 ANALYSIS OF THE CANDIDATES' PERFORMANCE IN EACH TOPIC

The analysis of the candidates' performance in each topic in 2015 indicates that, question 1 (multiple choice) which featured the following topics: *Our Nation, Family Life, Poverty, Government of Tanzania, Democracy, Proper Behaviour and Responsible Decision Making, Promotion of Life Skills, Work and Globalization* had good performance, with 81.1 percent of the candidates scoring 30 percent and above, marks. Question 3

(*Comprehension*) ranked second with 55.7 percent of candidates scoring 30 percent and above, marks. Question 2 (matching items) and question 10 together featuring the topic on *Social and Economic Development* ranked third in good performance with 48.3 percent of the candidates scoring 30 percent and above, marks. The candidates' performance in various topics for CSEE 2015 is summarized in the appendix.

On the other hand, the performance of candidates in question 8 (Our Nation) was weak as only 8.9 percent of the candidates scored 30 percent and above, marks. Other topics with weak candidates' performance were *Government of Tanzania*: question 5 and question 9 (10.8%), *Promotion of Life Skills*: question 7 (11.9%), *Responsible Citizenship and Human Rights*: question 4 (25.9 %), *Culture*: question 6 (27.9%).

Furthermore, a comparative analysis of the candidates' performance in each topic for the CSEE 2014 and 2015 Civics examination was conducted by using the following score grade ranges; scores ranging from 0 to 29 percent (weak) performance, 30 to 49 percent (average) performance and scores ranges from 50 to 100 percent is considered as good performance, while in CSEE 2015 the following score grade ranges were used: scores ranging from 0 to 29 percent (weak); 30 to 44 percent (average) and 45 to 100 percent which was considered to be good performance. The comparison between the CSEE 2014 and 2015 performance topic-wise indicates a significant improvement of the candidates' performance in the topic of *Social and Economic Development*, from (22.2%) weak performance in 2014, to (48.3%) good performance in 2015. Another question which registered good performance in 2015 was *Comprehension*, with 55.7 percent of the candidates scoring 30 and above mark, whereas in 2014 only 29 percent of the candidates scored 30 and above, marks. The comparison of the candidates' performance in various topics for CSEE 2014 and 2015 is summarized in the appendix.

4.0 CONCLUSION AND RECOMMENDATIONS

4.1 CONCLUSION

The performance of candidates in the CSEE 2015 Civics examination was good because 50.56 percent of the candidates who sat for the examination passed. This shows that a good number of the candidates had enough

knowledge and skills in some respective topics from which the questions were derived.

Further analysis of the candidates' responses in each question suggest that, teachers do not give equal weight to all topics in the teaching and learning process as exemplified by the candidates' extensive omission and poor performance in question 8, whereby candidates were able to identify the National Festivals and Public Holidays but could not delineate their significances. Additionally a good number of candidates faced difficulties in interpreting questions and concepts from the given passage. Also it was observed that the candidates' were unable to interpret the demands of the questions. For example, in question 10, some candidates listed factors hindering the development of Tanzania instead of discussing the factors needed for economic development of Tanzania in order to take off. By and large, limited English Language skills were also a hindrance to the candidates' efforts to tackle the various questions.

4.2 RECOMMENDATIONS

In order to improve the Candidates' performance in Civics subject the following are recommended:

- (a) Teachers should give all topics equal weight in the process of teaching and learning as stipulated in the syllabus.
- (b) Teachers should train their students on how to identify the demands of the questions, and regular classroom assignment should be administered so as to acclimatize the students with examinations, and at the same time improve their mastery of the subject matter.
- (c) Students should be encouraged to read more books related to Civics subject so that they can widen their knowledge on the subject matter.
- (d) The concerned authorities should ensure that the textbooks used in teaching and learning Civics subject are of acceptable standards.
- (e) The school administration and all concerned authorities should initiate a program specifically geared towards improving the standard of English language proficiency in schools.

Appendix

ANALYSIS OF CANDIDATES' PERFORMANCE IN EACH TOPIC

Na	Topic	2014			2015		
		The number of questions	The percentage of the candidates who scored marks from 30 percent and above	Remarks	The number of questions	The percentage of the candidates who scored marks from 30 percent and above	Remarks
1	<i>Multiple choice questions from various topics</i>	1	86.6	Good	1	81.2	Good
2	<i>Comprehension</i>	1	29	Weak	1	55.7	Good
3	<i>Social and Economic development</i>	1	22.2	Weak	2	48.3	Good
4	<i>Culture</i>	1	47.8	Average	1	27.9	Weak
5	<i>Responsible Citizenship, Human rights</i>	—	—	—	1	25.9	Weak
6	<i>Promotion of life skills</i>	1	2.1	Weak	1	11.9	Weak
7	<i>Government of Tanzania</i>	1	46.2	Average	2	10.8	Weak
8	<i>Our Nation</i>	—	—	—	1	8.9	Weak
9	<i>Poverty</i>	1	54	Good	—	—	—
10	<i>Democracy</i>	1	36.6	Average	—	—	—
11	<i>Family life, Proper behaviour and responsible decision making</i>	1	36	Average	—	—	—
12	<i>Globalization</i>	1	25.8	Weak	—	—	—

